

Overfields Primary English Curriculum: Writing

Year 1

TEXT TYPES		KEY FEATURES:			
Revise: Labels and Captions	Introduce: Recount: Real life experiences Narrative: retelling known stories (inc Fairy Tales) Instructions Simple poems/stories with repetitive language. Information Text	Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive and conjunction sentences. Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb: (entry Year 2). Recount: Use of pronoun ‘I’; past tense verbs; chronological order; application of sentence types: simple, descriptive and conjunction sentences.			
SPELLING AND PHONICS	WRITING COMPOSITION	SENTENCE TYPES	GRAMMAR		HANDWRITING
<ul style="list-style-type: none">To be secure up to phase three of the letters and sounds document.To be working within phase 4 & 5 of the Letters and Sounds document (excluding alternative pronunciations).To be able to read cvc, cvcc, ccv, ccvc, ccvcc and cccvc monosyllabic words.To be able to spell ‘tricky’ words (Phase three) e.g. the, to, I, no, go (Phase 4) e.g. he, she, we, me, be, was, my, you, her, they, all, are.To name the letters of the alphabet: in random order and alphabetical order.To use the spelling rule for adding suffixes –s or –es as the plural marker for nouns and the third person singular marker for verbs.To use the prefix un– –ing, –ed, –er and –est where no change is needed in the spelling of root words.To write from memory simple sentences dictated by the teacher; that include words taught so far.To read the days of the week.	<p>Learn to write sentences through:</p> <ol style="list-style-type: none">Understanding that words can be joined together to make sentences.Saying aloud what they are going to write about.Composing a sentence orally before writing it.Sequencing sentences to form short narratives.Re-reading what they have written to make sure that it makes sense.Discussing what they have written with the teacher or other pupils.Reading aloud their writing clearly enough to be heard by their peers and the teacher.	<p>Learn to write and then apply the following sentences types:</p> <ol style="list-style-type: none">Simple sentence: <i>The man walked his dog.</i>Short descriptive sentence: <i>The old man walked his black dog.</i>Conjunction sentence: <i>The man walked his dog and fed his cat.</i>2A Sentence: <i>The tired, old man walked his dog:</i> (entry Year 2).Question Sentence: <i>Why did the old man walk his dog?</i> (entry Year 2)	<p>Pupils should be taught to:</p> <ol style="list-style-type: none">Leave spaces between words;Use capital letters for the names of people, places, the days of the week and the pronoun, ‘I’.Understand the words: noun (as an object or naming word), verb (as a doing or happening word), adjectives (words used to describe nouns).Join words and sentences using <i>and</i>.		<ul style="list-style-type: none">All lowercase letters should start from the line and be taught in a cursive font.Teach letter formation using ‘shape’ families: long ladder letters l i j t u one-armed robot letters r b h k m n p K should be taught with a loop. curly caterpillar letters c a d e g o q f s F should be taught with an ascending loop and a descending loop. zigzag letters z, v, w, x,<ul style="list-style-type: none">To sit correctly at a table, holding a pencil comfortably and correctly.To be able to form capital letters.To form digits 0-9 correctly.
		PUNCTUATION	KEY VOCABULARY		
		<ul style="list-style-type: none">Begin to punctuate sentences using a capital letter and a full stop.Begin to punctuate sentences using question marks and exclamation marks.Begin to use capital letters for names and the possessive pronoun ‘I’.	<ul style="list-style-type: none">LetterCapital letterSentenceWordSingularPluralPunctuation	<ul style="list-style-type: none">Full stopQuestion markExclamation markNounVerbAdjective	
		SPEAKING & LISTENING			
<ul style="list-style-type: none">Speak audibly and fluently with an increasing command of Standard English.use relevant strategies to build their vocabularylisten and respond appropriately to adults and their peers.ask relevant questions to extend their understanding and knowledge.Participate in role-play and discussion.					